

Turnfurlong Infant School's Annual Special Educational Needs Information Report 2021-2022

1. The type of SEND provision that Turnfurlong Infant School caters for:

Turnfurlong Infant School is a mainstream school with a commitment to inclusive practice. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory and/or physical*

Turnfurlong Infant School's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

Turnfurlong Infant School's Policy

2. Turnfurlong Infant School's policy (including pupils who do and do not have an EHC Plan) for: identifying and assessing pupils with SEND is:

When children have an identified SEND before they start here, we work with the people who already know them (parents/carers, key workers, other professionals) and use the information already available to identify what their SEND provision will be in our school. We will invite you to visit the school and speak to staff, hold meetings with professionals that are involved, visit the child at their setting and may suggest adaptations to the settling-in period. We regularly track pupils' progress and where there is evidence that a pupil might not be making progress then we would provide in-class support or specific interventions to target particular areas they are struggling with.

First and foremost, we provide quality first teaching to all of our children. If our staff think that your child has a SEND, then we will observe them and use assessments to pinpoint what the need may be. Teachers will first contact parents/carers and discuss strategies they can put in place to support them in school and at home. If difficulties persist, then the SENDCO might become involved. The school will follow a graduated approach.

*This will follow the sequence of **Assess, Plan, Do, Review (APDR)** This cycle involves:*

Assess: *We will observe your child and use assessments to gather information. We will find out what their needs are.*

Plan: *From these assessments, we will then decide what the short term outcomes are for your child. These will be SMART and in small steps.*

Do: *This is the 'who, what, when and how' part of the plan. This will detail what is going to happen and when to support the child in achieving their outcomes.*

Review: *At the end of the specified period, we will evaluate the progress towards the outcomes and share this with parents/carers and any other involved professionals. This process will then start again if the outcomes have not been met or if new ones are needed.*

A new system is in place and the school are now using Edukey, which is a program specifically made for recording and evaluating the APDR cycle, and informing the teacher's planning. Class teachers and teaching assistants work closely with the SENDCO to identify learners with SEND and provide the support they need to make progress and achieve.

- evaluating the effectiveness of its provision for pupils with SEND is:

We use the **Assess, Plan, Do, Review (APDR)** cycle to ensure provision is effective for our pupils with SEND. Teachers and teaching assistants are able to use a range of interventions and classroom strategies tailored to individual needs. Interventions begin with a baseline and end with an assessment to help monitor how effective they have been.

The SENDCO monitors the impact of the support put in place and regularly reviews the school's provision map which identifies how interventions and individual support will be timetabled. Regular meetings will also be held with professionals and parents/carers.

We are also linked as part of the Aylesbury Learning Partnership to Turnfurlong Junior School and The Grange School. These links allow SENDCOs to communicate and share best practice.

In addition, our SENDCO collaborates with many other local SENDCOs. They work closely with the SENDCO from Turnfurlong Junior School as part of the Aylesbury Learning Partnership (ALPS Cooperative Trust) to ensure a smooth transition for the children between the two schools. The SENDCO is also supported by the County iSEND team with small network meetings run by the Specialist Teachers and the Aylesbury Area Hub SENDCO liaison meetings.

- assessing & reviewing the progress of pupils with SEND is:

At Turnfurlong Infant School, your child's progress is continually monitored by their class teacher, SENDCO and the Leadership Team. Their progress is reviewed every half term. At the end of Reception, all children are required to be formally assessed against the Early Learning Goals. At the end of Key Stage One (Year 2), all children are required to be formally assessed using the Standard Assessment Tests (SATs) and the Teacher Assessment Frameworks.

We use the APDR cycle to frequently assess and review progress. This will happen at least termly, but it may be appropriate for it to happen half-termly. We will also meet with parents at least once a term to review targets, discuss next steps and amend provision if necessary. Pupil progress meetings are also held to establish if children require additional support. Meetings with parents can occur anytime the Parents, Class Teacher or SENDCO feel it necessary due to any change in circumstance, or concerns raised.

If a child has an Education and Health Care Plan (EHCP) and is under 5, they will have a formal 6-monthly review. If they are over 5, they will have a formal annual review to discuss progress and make any changes to the EHCP if necessary. These meetings include parents and all professionals involved with the child.

Turnfurlong Infant School's approach to teaching

3. Turnfurlong Infant School's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan) includes:
 - adapting the curriculum & learning environment:

All children receive quality first teaching. Staff have high expectations for all pupils and lessons are differentiated to meet the needs of the individuals in the class. All learning for children with SEND will be relevant to the stage that they are at and what their outcomes may be. Any recommendations from professionals involved with the children are also taken on board and the planning adapted accordingly. The Specialist Teachers also offer advice sessions for any specific children that have been noted by school to be finding certain areas of school life difficult. This allows any member of staff working with those children to discuss their concerns, be given advice and support the children's learning accordingly.

Specific strategies are put in place to support children with SEND, including adapting the environment, for example, through placement of tables and equipment or additional resources such as wobble cushions / ensuring blinds are down to increase screen visibility. We will make suitable adjustments to the school building where possible and provide additional equipment if needed.

- provides additional support for learning:

Additional support is tailored to meet the individual needs of our pupils. This may include additional support from teachers and/or teaching assistants, group support or 1:1 support. We provide the support that children need whilst also encouraging our children to be as independent as possible. Interventions may also take place to target specific areas of support for groups of children or individuals.

We provide additional support for learning through things like voice recording devices, words banks and visual aids. We also provide interventions such as Talk Boost, Speech and Language Link and precision teaching.

- provide activities that are available to pupils with SEND in addition to those available through the curriculum:

We make sure that activities outside the classroom and school trips are available to all. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Some pupils may require additional preparation in the form of social stories, and we will discuss individual needs with parents/carers. Clubs are available to all pupils and adjustments will be made to support their participation. Health and safety audits will be conducted as and when appropriate.

- improve the emotional and social development of pupils with SEND:

Improving the emotional and social development of all of our pupils is extremely important to us at Turnfurlong Infant School. Staff monitor the well-being of pupils throughout the day. We encourage children to recognise and celebrate the similarities and differences present in our school community. Different strategies are used to support our pupils with SEND to be able to understand and share their emotions, and gain social skills that enable them to feel included and part of the class. We run social intervention groups, for example, Time to Talk. The Zones of Regulation are taught throughout the school, from Reception to Year 2. This is a curriculum which helps children gain skills in regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help children recognise when they are in different emotional states called "zones," with each of four zones represented by a different colour. The children learn how to use strategies or tools to stay in a zone or move from one to another to support their self-regulation. The children explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen the understanding of how to self-regulate, they are taught how to read others' facial expressions and recognise a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.

Our Year 2 children are given responsibilities at play times to support social engagement. We also use PSHE and circle times to ensure that all children are listened to. We also have a School Council for children to share their ideas and concerns.

We manage behaviour positively in school. A culture of positive behaviour in school is based upon respecting others and their rights, motivation and self-esteem.

Turnfurlong Infant School's Behaviour policy can be found here:

[Behaviour Policy](#)

Turnfurlong Infant School's facilities

4. Turnfurlong Infant School's facilities to include pupils with SEND and how we obtain new or specialist equipment & facilities:

The school building is single storey so easily accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities. For children who benefit from the use of electronic equipment to aid their learning, such equipment, such as iPads, are available. Wobble cushions, writing slopes, writing grips and alternative scissors are some examples of the equipment we have in school for children to use. We take advice from specialists, such as Hearing Impaired Specialist Teachers, to ensure the children are placed in the correct classroom for their specific need. This can include the Specialist Teacher checking that the acoustics and sound levels of

a room are appropriate for a hearing impaired child, and then the school act on any advice if other adaptations are necessary.

Accessibility of the school is reviewed annually as part of our Accessibility Plan.

Turnfurlong Infant School's Accessibility policy can be found here:

[Accessibility Policy](#)

Turnfurlong Infant School's training

5. Turnfurlong Infant School's arrangement for training staff in relation to pupils with SEND:

The school has a school development plan that includes identified training needs for all staff, to improve the teaching and learning of all children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school. This training may be carried out by outside agency professionals, for example, from the Specialist Teaching Service, The Virtual School or Speech and Language Therapists. It may also be carried out by the SENDCO or other members of staff with particular expertise. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. As a whole school, the staff will be trained in Step On training which is to support the staff with behaviour management, and how to keep the children and themselves safe in school. It is training in de-escalation and emphasises the importance of consistency and teaching and focuses on care and control. Specific members of staff will also be trained in Step Up which is one level up.

We have staff training, both whole school and in teams, to disseminate knowledge, strategies and experience, to ensure the consistency of the school's approach for children with SEND. There are also a range of online learning courses related to SEND that are available for staff to complete throughout the year.

Specialist expertise is obtained by the school by:

We have links with a range of specialists that help us to support children in our school. These include:

- Community Paediatrics
- iSEND Team:
 - Educational Psychologists
 - Specialist Teachers
 - Education and Health Care Co-ordinators
- School nursing
- Speech and language therapy
- Occupational therapy
- The virtual school
- PRU (Pupil Referral Unit)

We are able to access these through the SENDDO, direct referrals and advice clinics.

Turnfurlong Infant School's consultation

6. Turnfurlong Infant School's arrangements to consult with and involve:

- parents/carers of pupils with SEND about the education of their child/ young person are:

We hold parents' evenings in the Autumn and Spring terms, and provide a written report in the Summer term. We have an open-door policy and are always available for phone conversations and additional meetings to discuss and share information if needed. Informal meetings are possible with staff at the end of the day, and sometimes a home-school diary might be appropriate.

Children on the SEND register will have a support plan or EHCP. These both have outcomes set for the child and the support plans will be reviewed at least once a term by the class teacher and discuss with parents/carers in a meeting. The EHCP will be discussed annually at the review involving parents and any professionals working with the children. Written reports are submitted to Buckinghamshire iSEND team for updates to be agreed and subsequently made to the EHCP.

See [here](#) for more information.

- children/ young people about their education is:

Children are involved every day in their own learning. They are involved in the marking of their own work, and response to comments made by teachers. They are encouraged to talk about their learning and their targets are discussed with them, which they take ownership of.

All pupils are able to put themselves forward as School Council representatives. Where children have a SEND support plan or EHCP, these are reviewed in a pupil-centred review meeting. The pupil's view will be recorded and submitted along with the professional reports. Their views may be written by themselves or scribed by an adult, or in pictorial form depending on the child.

Turnfurlong Infant School's partnerships

7. Turnfurlong Infant School's governing body/ proprietor involve other bodies (including health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by:

Turnfurlong Infant School has links with a range of specialist agencies where we are able to seek their guidance. Advice sessions are offered by the Specialist Teachers to discuss any SEND concerns the school have and would lead to some Tier 1 support. With parents' permission the school can make a referral to the Speech Therapy or Occupational Therapy services who can also offer advice. If an Education and Health Care Needs Assessment is successful classroom assessments are made by the professionals mentioned and they provide support with target setting, introducing strategies for particular children, working with children themselves and providing training.

8. Turnfurlong Infant School's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will contact the SENDCO and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving to Turnfurlong Infant School during the academic year, we will meet with parents/carers and the child to discuss their needs and decide how best to transition into our school. We will also liaise with their previous setting's SENDCO to discuss the provision and obtain records from external agencies.

When moving classes in school, information will be passed on to the new class teacher in advance and, in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher. Depending on the needs of the child, a visit to their new classroom can be provided to help them transition. Books can be made containing photographs of the child's new teachers and classroom layouts as additional support.

In Year 2, the SENDCO and Year 2 teachers will meet with staff at Turnfurlong Junior School to pass on information and share all records of support from school and external agencies. If transferring to a different junior school, the SENDCO will contact that school to discuss the child. Additional visits and books can be available here also. All children will have the opportunities to learn about aspects of transition to support their understanding of the changes ahead.

Turnfurlong Infant School collaborates between the following education providers and other settings:

*Turnfurlong Junior School
The Grange School
Bedgrove Infant School
Bedgrove Junior School
St Edward's Junior School
Oak Green School
Haydon Abbey School*

9. Turnfurlong Infant School communicates the contact details for the support listed above to pupils with SEND and their families by:

Contact details are shared through meetings with parents/carers, newsletters and on the Turnfurlong Infant School [website](#).

Turnfurlong Infant School's key contacts

10. The name and contact details of Turnfurlong Infant School's SEND co-ordinator:

Name: Sarah Gerhardt

Email: senco@turnfurlong-inf.bucks.sch.uk

Tel: 01296 489265

11. The name and contact details of Turnfurlong Infant School's SEND governor:

Name: Lee Taylor

Email: lbt_@hotmail.com

12. The contact for compliments, concerns or complaints from parents of pupils with SEND:

Name: Rebecca Ochiltree (headteacher)

Email: rochiltree@turnfurlong-inf.bucks.sch.uk

Tel: 01296 489265

Turnfurlong Infant School's Complaints policy can be found here:

[Complaints Procedure](#)

Depending on the nature of the concern, you may wish, or be asked to, follow the school's formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of Turnfurlong Infant School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

Turnfurlong Infant School's link to the Buckinghamshire Local Offer

Information for the Local Offer for Buckinghamshire is available at

<https://familyinfo.buckinghamshire.gov.uk/>

The Buckinghamshire Local Offer provides information and advice and information on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383065 or email familyinfo@buckinghamshire.gov.uk

Bucks SEND Information, Advice and Support Service

Bucks SEND IAS has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

Please take a look at the Bucks SEND Information, Advice and Support Service:

<https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>

If you would like to contact them, please call 01296 383754 or email sendias@buckinghamshire.gov.uk